

## **R E DAVIS ELEMENTARY**

345 Eastern School Rd.  
Sumter, SC 29153

**GRADES** PK-5 Elementary School

**ENROLLMENT** 410 Students

**PRINCIPAL** Dr. Mary B. Hallums

803-495-3247

**SUPERINTENDENT** J. Frank Baker

803-469-6900

**BOARD CHAIR** James Giffin

803-481-2147

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

**Excellent**

**Good**

**Average**

**Below Average**

**Unsatisfactory**

3

12

55

51

3

#### **IMPROVEMENT RATING:**

#### **EXCELLENT**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### **ADEQUATE YEARLY PROGRESS:**

#### **YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Excellent	Yes

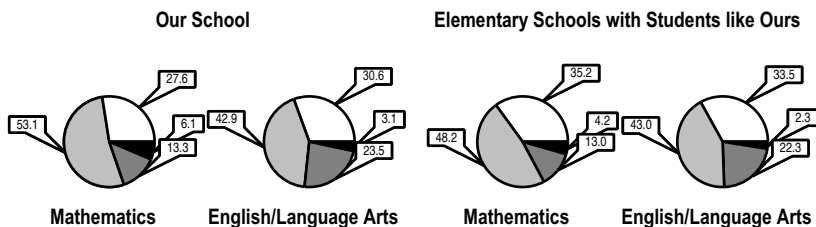
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	210	99.5	30.6	42.9	23.5	3.1	34.7	Yes	Yes
<b>Gender</b>									
Male	105	99.1	33.0	47.4	16.5	3.1	27.8		
Female	105	100.0	28.3	38.4	30.3	3.0	41.4		
<b>Racial/Ethnic Group</b>									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	202	99.5	31.2	42.9	22.8	3.2	33.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	180	100.0	27.6	42.9	26.5	2.9	38.8		
Disabled	30	96.7	50.0	42.3	3.8	3.8	7.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	210	99.5	30.6	42.9	23.5	3.1	34.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	210	99.5	30.6	42.9	23.5	3.1	34.7		
<b>Socio-Economic Status</b>									
Subsidized meals	188	99.5	33.0	43.2	21.6	2.3	31.3	Yes	Yes
Full-pay meals	22	100.0	10.0	40.0	40.0	10.0	65.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	210	99.5	27.6	53.1	13.3	6.1	31.6	Yes	Yes
<b>Gender</b>									
Male	105	99.1	30.9	55.7	8.2	5.2	27.8		
Female	105	100.0	24.2	50.5	18.2	7.1	35.4		
<b>Racial/Ethnic Group</b>									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	202	99.5	28.0	53.4	13.2	5.3	30.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	180	100.0	22.9	56.5	14.1	6.5	34.1		
Disabled	30	96.7	57.7	30.8	7.7	3.8	15.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	210	99.5	27.6	53.1	13.3	6.1	31.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	210	99.5	27.6	53.1	13.3	6.1	31.6		
<b>Socio-Economic Status</b>									
Subsidized meals	188	99.5	29.5	53.4	11.9	5.1	27.8	Yes	Yes
Full-pay meals	22	100.0	10.0	50.0	25.0	15.0	65.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	76	100.0	40.8	42.3	15.5	1.4	16.9
	<b>Grade 4</b>	86	98.8	51.3	38.5	10.3	N/A	10.3
	<b>Grade 5</b>	85	100.0	41.0	52.6	6.4	N/A	6.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	58	98.3	16.7	31.5	42.6	9.3	51.9
	<b>Grade 4</b>	67	100.0	30.3	50.0	18.2	1.5	19.7
	<b>Grade 5</b>	85	100.0	36.9	47.6	15.5	N/A	15.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	76	100.0	50.7	43.7	5.6	N/A	5.6
	<b>Grade 4</b>	86	100.0	50.6	41.8	7.6	N/A	7.6
	<b>Grade 5</b>	85	100.0	28.2	52.6	15.4	3.8	19.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	58	98.3	18.5	68.5	9.3	3.7	13.0
	<b>Grade 4</b>	67	100.0	31.8	47.0	16.7	4.5	21.2
	<b>Grade 5</b>	85	100.0	29.8	48.8	13.1	8.3	21.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 410)				
First graders who attended full-day kindergarten	96.1%	N/C	100.0%	100.0%
Retention rate	2.2%	Up from 0.2%	3.5%	2.7%
Attendance rate	97.1%	Up from 96.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		5.8%	3.5%
Eligible for gifted and talented	6.9%	Down from 7.9%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Down from 8.4%	8.0%	8.2%
Older than usual for grade	1.5%	Down from 2.0%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	44.4%	Down from 50.0%	48.4%	51.4%
Continuing contract teachers	69.4%	Down from 76.5%	80.0%	87.5%
Highly qualified teachers**	90.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	3.2%		3.4%	0.0%
Teachers returning from previous year	82.9%	Down from 85.5%	82.5%	86.7%
Teacher attendance rate	93.9%	Down from 95.7%	94.7%	94.9%
Average teacher salary	\$40,405	Up 3.1%	\$39,648	\$40,760
Prof. development days/teacher	6.7 days	Down from 12.4 days	13.4 days	12.4 days

School

Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 17.2 to 1	17.1 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 91.4%	88.9%	90.0%
Dollars spent per pupil*	\$6,652	Down 3.7%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	66.1%	Down from 67.1%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.7%	Up from 89.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

R. E. Davis Elementary School is committed to improving student achievement for all of our students. Our staff is dedicated and highly trained in a variety of instructional strategies to ensure that each child gets the individual attention needed to succeed.

A standards-based curriculum is driven by the utilization of the South Carolina Curriculum Standards and the New Standards Performance Standards. America's Choice School Design, a comprehensive reform demonstration model, is in its sixth year of implementation. This model, coupled with the district's instructional unit plans, provides students with distinct opportunities to learn in all academic subjects. Our theme, "Literacy: The Path to Excellence," coupled with our slogan, "High Academic Excellence: No Alibis, No Excuses, No Exceptions," serves as the driving force for our meeting and exceeding goals.

Through the use of computers in the classroom and our computer labs, students in all grades are exposed to concepts and skills necessary to succeed in the 21st century. Our students receive hands-on technology training, use manipulatives, and participate in cooperative learning activities that prepare them for the world of work and beyond.

Our teachers work hard to instill a sense of character and pride that will enable all of our students to succeed. Personalized guidance services have been available from teachers, counselors and social workers. Opportunities are given for students to have non-academic experiences that enhance their knowledge of people, places and things they have never seen. Partnerships have been established with community persons to provide role models for all students. All segments of the school and community work hard to ensure that our students learn in a literacy-oriented environment.

Margie L. Jefferson, School Improvement Council Chairperson  
Dr. Mary B. Hallums, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	34	75	41
Percent satisfied with learning environment	97.0%	78.7%	80.0%
Percent satisfied with social and physical environment	90.9%	85.1%	72.5%
Percent satisfied with home-school relations	63.6%	85.1%	62.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.